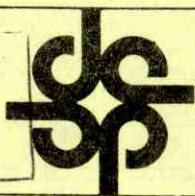


DOUGLAS COLLEGE
ARCHIVES



The Mad Hatter

A Douglas College Newsletter

DOUGLAS COLLEGE
ARCHIVES

TUESDAY, MARCH 26, 1985

"...OUR TOWN IS HERE!"



Talking it over in "Our Town" are Rose Sojka (left) and Susan Hubbard (right) of New Westminster, and Heather Sparrow (middle) of White Rock. Thornton Wilder's classic drama, "Our Town", will be presented March 28 to 31 as the final production of the second year theatre students at Douglas College. Tickets for "Our Town" can be obtained at the Douglas College bookstore.

THE CREATION

The introduction is chaos: disorder full of the gloomy darkness typified by the ideas of classical thinking.

The composer is in the theatre, sitting, listening, and knowing that no person had yet heard his glory, not even he who commissioned this work.

The orchestra begins. The key is C minor, setting the tone for the dissonant mood Franz Joseph Haydn is creating. Emptiness is the sound and this continues for several minutes.

Softly, the Angel Raphael begins his song. "In the beginning..." when suddenly:

"Light".

This is "The Creation", Haydn's most famous oratorio.

The Douglas College Chorale Society, Choir and Orchestra will be presenting this work in the New Westminster campus performance theatre the weekend of April 13 and 14.

The final concert of the academic year will bring together the finest of Douglas College students, faculty and friends in the community.

"The Creation" premiered on April 29, 1798 to a selected audience at the Schwarzenburg Palace in Vienna. When Douglas College performs this beautiful work the entire community will be invited.

Singing the parts of the Angels will be three soloists.

Ruth Huang-Suzuki is soprano. Her experience as a performer comes with the Vancouver Opera Association, the Vancouver Vocal Quartet and as an

instructor with the music discipline at Douglas College.

The tenor is David Meek, a well known vocalist from White Rock who has performed many solos in the Douglas College theatre and with companies and societies across Western Canada.

Calvin Barber, a former administrator at Douglas College with many years experience to his name, shall perform bass.

Dedicated musicians from within and out of Douglas College make up the 35-piece Community Orchestra. Their ranks include a mixture of professional, semi-professional, amateur and student instrumentalists.

The final touch will be the 70 member combined Choir and Chorale Society. Director of this performance is Tatsuo Hoshina, music instructor and another member of the Vancouver Vocal Quartet.

"The Creation" is based on the writings found in Genesis and "Paradise Lost", the 1667 novel by John Milton. The libretto, the actual vocal text, was written by an unknown author and is thought to be originally intended for use by George Frederick Handel.

The first performance of this work was conducted by Salieri, the now famous Italian composer who, in a play written by Peter Schaeffer, grew jealous and poisoned another great composer of the day, W.A. Mozart.

"The Creation" will be brought to the Douglas College performance theatre at 8:00 p.m. on both Saturday, April 13 and Sunday, April 14. Tickets are \$6 for adults and \$4 for seniors and students.

CAREER DEVELOPMENT RESEARCH AT DOUGLAS COLLEGE

The Douglas College Testing and Review Committee has examined and accepted the following research to be conducted at the College:

"Parental Interventions in the
Career Development of their Children"

Dr. Richard A. Young and Dr. John D. Friesen of the Counselling Psychology Department of U.B.C. are currently studying the ways parents help their children to make life plans and to develop careers.

If you are the parent of a person age 10 - 25 and are willing to share in a private interview of 1 - 2 hours the kinds of interventions you used with your children, please pick up materials at the Counselling Centre at Douglas College. Parents who are selected for the study will receive \$20.

Contact person at the College is Barb Mowat, Local 2752. Your support and cooperation will be greatly appreciated.

HOUSE SWAP CAMBRIDGE, ENGLAND

Family with two young children seeks to exchange houses with householder in Vancouver area.

Dates: Aug. '85 to Aug. '86
(Approximately)

Phone: England (44) 223-213241

Write: Dave Stratton, 75 Hinton
Ave., Cambridge

or call John Black #3610, or 255-1937

CASINO & BINGO NITE

DATE: APRIL 19, 1985

TIME: 7 P.M. TO 1. A.M.

COST: \$5.00

**TICKETS: BY ADVANCE SALE
ONLY**

AVAILABLE FROM ROOM 1606

DANCE

REFRESHMENTS AVAILABLE

**ALL CASINO GAMES WILL BE
PLAYED WITH ACTUAL COINS!!!**

NO MINORS PLEASE

**INFORMATION SESSIONS ON
MUSIC PROGRAMS**

Date: Tuesday, March 26, 1985

Time: 1700 - 1900 hours

Place: Room 2710

This session is for potential students to learn about the Douglas College Music Programs.

The Chairman of Arts and Humanities and an Educational Planner will be on hand to discuss the following programs:

1. Bachelor of Music - Secondary Music Education General Studies.
2. Bachelor of Arts - Major in Music or Honors in Music
3. Bachelor of Education - Elementary Music Major
4. Basic Musicianship

There will be a question and answer period and a tour of the Music Department facilities.

For further information call local 2762, ask for Linda Stieler, Educational Planner.

Hope to See You There!!!

WANTED

One wooden lacrosse stick for a 12 year old boy just starting to play.

Contact Willda at local 5020 between 0800 to 0930 hours and 1300 to 1500 hours.

PHOTO OF THE WEEK

**TATSUO HOSHINA
"THE CREATION CONDUCTOR"**



Tatsuo Hoshina, conductor for the Douglas College presentation of Franz Joseph Haydn's "The Creation", goes through the motions with the Douglas College Community Orchestra. Hoshina will be directing the entire 70-member Choir and Choral Society, the 35-piece Orchestra and the three soloists. "The Creation" plays at Douglas College on April 13 and 14.

UPCOMING EVENTS

HUMANITIES INSTITUTE:

"Sartre and de Beauvoir" - Panel discussion with Marie-Claire Chinniah, Dr. Jim Davies, and Ralph Stanton.

Thursday, March 28, 1985
1230 - 1400 hours
Room #2203

"Simon de Beauvoir" - Featured in the 1982 American Film Festival. French with English subtitles.

Thursday, March 28, 1985
2000 - 2200 hours
Room #2203

THEATRE

"Our Town", by Thornton Wilder

March 28 to 31, 1985
2000 hours
Douglas College, Performance Theatre
\$6.00 adults, \$5.00 students, seniors
Ticket Reservations: 520-5469 or at the bookstore.

Student Trust Spring Gala
Cocktails, Dinner and a special benefit showing of "Our Town".

Wednesday, March 27, 1985
\$25 per person
See Robert Sawka for tickets.
Proceeds will go directly into the Student Trust Fund.

NOON AT NEW WEST

Student Showcase - Outstanding performers from Douglas College Music Programs

Thursday, March 28, 1985
1230 hours
Admission is Free.

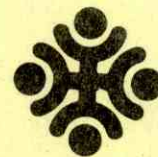
STUDENT SOCIETY

7th Annual Cruise on the S.S. Brittannia

Friday, March 29, 1985
1900 - 2400 hours
\$10.00 per person
Includes buffet dinner, dancing and full facilities.

Open to all students, staff and faculty. Tickets available in Rooms 2780 and 1606.

Time to Share- Volunteer!



April 15-21

Contact your local volunteer centre to see how you can assist the community.

MAD HATTER PAGE 6

GROUP ADVISING SESSIONS

APRIL 1 - 4, 1985

All sessions start promptly at times advertised and are approximately 1½ - 2 hours in length.

Sessions are free, pre-registration is not required.

Office Administration
Incl. Office Systems &
Records Management

Monday, April 1
10:00 am
2214
Linda

Social Services
CCC, CSSW, ECE, TRT,
MR Worker, Homemaker

Monday, April 1
2:00 pm
2212
Lorraine

Commerce & Business
University Transfer

Tuesday, April 2
8:30 am
2223
Lorraine

Business Management
Career Programs
(Cert. & Dip.)

Tuesday, April 2
10:00 am
4247
Linda

Nursing
RN, RPN, LTCA, ACCESS 1 & 2
Emergency & Occupational
Health

Tuesday, April 2
2:00 pm
2217
Muriel

1st Year Sciences - U.T.
Incl. Major & pre-entry
requirements

Wednesday, April 3
10:00 am
1717
Muriel

1st Year Arts - U.T.
Incl. Major requirements &
B. Social Work

Wednesday, April 3
2:00 pm
2223
Lorraine

Criminology
Cert., Dip., & U.T.

Thursday, April 4
10:00 am
1711
Muriel

*Douglas College
Student Trust Fund
Spring Gala*

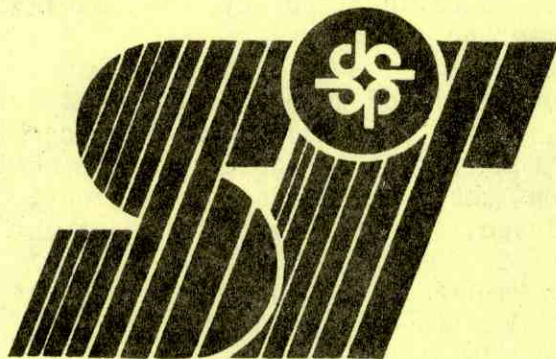
Wednesday, March 27, 1985

**700 Royal Avenue
New Westminster, B.C.**

**6:30 P.M. Cocktails
7:00 P.M. Dinner
9:00 P.M. "Our Town"**

Semi-Formal

\$25.00 per person



NOON AT NEW WEST

**STUDENT
SHOWCASE**

*Outstanding performers from
Douglas College Music programs*

Thursday, March 28

PERFORMANCE THEATRE

1230 HOURS

Date: March 21, 1985.

To: DOUGLAS COLLEGE BOARD

From: W.L. DAY

Re: PRESIDENT'S REPORT

A. External Matters - Municipal

Over the past month, there have been a number of informal meetings with personnel from the Ministry of Industry and Small Business Development - primarily relating to our proposal for the establishment of a Centre for Small Enterprise Development bid. I am pleased to inform the Board that we have been offered a contract for initial curriculum development for such a centre. A meeting will be held next week to finalize arrangements.

I am also pleased to inform the Board that a proposed agreement will shortly be presented for their approval regarding a long-term lease on use of New Westminster park facilities - initially, Queen's Park, and later Simcoe Park. I believe that City Council will have reviewed the proposed agreement early next week. As soon as possible thereafter, the City and First Capital City Development Co. Ltd., will be looking to College approval of the agreement. This will in turn allow the College to release First Capital City Development Co. Ltd., from its commitment to provide use of 5 acres on the riverfront for College playing fields. Direction from the Board regarding the process of approval of the agreement is requested. There will likely be some pressure for a speedy process of final negotiation and approval, because of current negotiations on the riverfront.

On February 28th, I spent some time with Mr. Bob Skelly, leader of the Opposition in the Province, to discuss educational policy. Mr. Skelly had been on the campus, at a public meeting.

On March 2nd, I made a presentation on behalf of community colleges, with special reference to Douglas College, to the B.C. Caucus of the Federal Progressive Conservative Party. Our concerns and proposals, which centered on student aid, co-operative education, small enterprise development, and training for the long-term unemployed, were received with apparent interest and understanding. Mr. Gerry St. Germain, M.P. for Mission - Port Moody, was one of two Members of Parliament designated as contact persons for follow-up on our points. Mr. St. Germain has already indicated enthusiastic interest in certain of our proposals and has promised assistance in furthering them. Copies of the presentation have been sent to M.P.'s. and MLA's of all persuasions and will be provided to members of the Board.

On March 14th, the Greater Vancouver Regional District conference on local economic development was held here at Douglas College. Most Mayors, a number of key Aldermen, and senior staff from all lower mainland municipalities were in attendance.

A number of models of local economic development were formally discussed and reviewed - one of which, was the approach taken in New Westminster as exemplified by the Royal City Development Group. Considerable play was given to the notion of the community colleges of the lower mainland being viewed as partners in local economic development, both as sources of information and technical advice, and as more pro-active partners in job creation.

The Royal City Development Group is now in receipt of federal grants to aid in an economic strategy for the City, and for that reason has now formally incorporated under the name of Royal City Community Development Association. Signatories to the contract are the Royal City Community Development Association, the New Westminster and District Labour Council, and Douglas College.

DOUGLAS COLLEGE
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B. External Matters - Education

On February 22nd, the Council of Principals held a farewell social event to express our regard to Mr. Tony Manera, Principal of Vancouver Community College, who is leaving to take up his new post as Vice-president of Human Resources for the Canadian Broadcasting Corporation.

On February 26th, I met with Ms. Carol Badger, Manager of the New Westminster CEIC Office, in order to share ideas on encouraging student employment this summer.

On February 27th, I attended a meeting of the Public Information Officers Committee - INFORMED - that is doing the staff work for the BCAC Committee on public information. The INFORMED group has done an excellent job of staff work, and substantial activity will be occurring during this next year as a result of leadership of the BCAC executive, and co-operative investment by the colleges in joint advertising.

This has been a busy month in making public presentations. In addition to the address to the Conservative Caucus, I have made two presentations at UBC, two for Malaspina College, and one to the Coquitlam Chamber of Commerce. These addresses have revolved around community based economic development, the relationship of community colleges to this kind of activity, and future directions for community colleges.

C. Internal Matters - Education

Mr. Trerise and I attended a meeting in Victoria on February 22nd, during which time the relationships between College Boards, college programs and the Ministry were dealt with. As this meeting was primarily one at the political level, it is not appropriate for me to comment further. Mr. Trerise will be making comments at the next Board meeting on this matter.

The senior management and certain staff members have been meeting regularly on long range planning for the College. As a result of our second writing of our long range plan, we are increasingly seeing, and planning for, necessary changes to the College to achieve major long term objectives. While time spent on doing this type of analysis is arduous, and very time consuming, there will be clear payoffs to the College.

D. Internal Matters - Personnel

Negotiations continue with the Douglas/Kwantlen Faculty Association.

E. Internal Matters - General

The College is nearing the end of this semester, with a continued very high level of activity - both internal, and community related. A very busy summer program of community related activities has been planned. I hope to table a review of these activities with the Board at its next Regular Meeting.

"Talking Dirty" was a very successful trial run at combining a professional production with college activities and students. Over 700 people attended - many never having seen a stage production, and many more never having visited the campus. Faculty, students and administration involved did a fine job.

WLD/gb



association of canadian community colleges
association des collèges communautaires du canada

110 Eglinton Ave. West
Second Floor
Toronto, Ontario M4R 1A3
Telephone (416) 489-5925
Telex 06-217566

DOUGLAS COLLEGE
ARCHIVES

March 18, 1985

Mr. Gordon Gilgan,
Dean, Academic Division,
Douglas College,
P.O. Box 2503,
700, Royal Avenue,
New Westminster, B.C.
V3L 5B2

Dear Mr. Gilgan,

The Association of Canadian Community Colleges (ACCC) is entering into a joint venture agreement with a Canadian consulting firm to bid on a World Bank project that will provide expert and specialist services to various sectors of the Ethiopian Ministry of Education.

As part of the bid, the detailed C.V.'s of qualified experts must be provided. The ACCC is responsible for recruiting Canadian member college experts in the following fields:

1. Specialist in Equipment Procurement: A one year position beginning in January 1986 to work for the Commission for Higher Education in Addis Ababa, Ethiopia. The expert recruited would assist in the design and introduction of a procurement system and in listing of appropriate equipment and furniture for various projects under the Commission for Higher Education.
2. Procurement Specialist: A two year position beginning in July 1986 to work for the Educational Materials Production and Distribution Agency based in Addis Ababa. The expert recruited would assist the Agency to establish an effective system for procuring goods and services within its area of responsibility.

3. Management Specialist: A one year position working for the Educational Materials Production and Distribution Agency in Addis Ababa. The expert recruited would assist the agency in establishing an effective management sytem.

Salaries for the above positions will be comparable to Canadian salaries, depending on the qualifications and experience of the individuals.

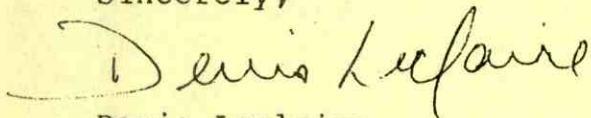
If you know of anyone who is qualified and may be interested in one of the above positions, please ask them to forward, by April 12, 1985, a detailed C.V. to:

The Association of Canadian Community Colleges,
International Bureau,
110, Eglinton Avenue West, 2nd Floor,
Toronto, Ontario
M4R 1A3
att: Denis Leclaire/Jim Gorman

Please note that we are in the preliminary stages of a bid to the World Bank. While we are hopeful that the bid will be successful, the ACCC cannot, obviously, guarantee any of these positions to potential candidates.

Thank you for your help. If you have any questions, please don't hesitate to contact me.

Sincerely,



Denis Leclaire,
Project Officer,
International Bureau

COMPUTING SCIENCE INSTRUCTOR

DOUGLAS COLLEGE
ARCHIVES

Capilano College invites applications for a regular, full-time appointment in the Computing Science Department, starting August 1.

Duties: Instruction and curriculum development in the 2-year University Transfer and the Scientific Computing Applications Technology programmes, which include courses in programming (Pascal, BASIC, Assembler), Data Structures, Computer Systems, Numerical Computation, Graphics, Digital Hardware, DBMS, and Simulation and Modelling.

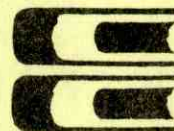
Qualifications: Master's Degree in Computing Science or equivalent; post-secondary teaching experience; related industrial experience is desirable.

Appointment: Regular full-time, August 1, 1985

Salary: Faculty scale

Applications: Dean, Academic Studies
Capilano College
2055 Purcell Way
North Vancouver, B.C. V7J 3H5

Closing Date: April 1, 1985



Capilano College



EXPO TENTIAL



Opportunities Arising From EXPO 86

GENERAL MONTHLY MEETING
NEW WESTMINSTER CHAMBER OF COMMERCE
in co-operation with
ROYAL CITY '86 TOURIST ASSOCIATION & DOUGLAS COLLEGE

Breakfast Meeting

Date: March 27, 1985

Time: 7:30 a.m. - for a continental breakfast

Place: Douglas College (Room 2201) On Main Concourse Level
near Library, 700 Royal Avenue, N.W.

Parking: Off Victoria & 8th - under College

ADMISSION: \$7.00

CALL CHAMBER OFFICE - 521-7781 TO REGISTER

- Information on the probable impact of Expo 86
- Ideas for local business to generate benefits for business and the community
- Encouragement to community groups for participation in Expo 86

AGENDA

7:30 a.m. - Continental Breakfast

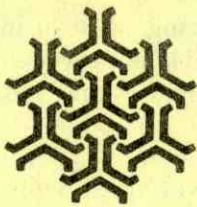
8:00 a.m. - Welcome and Introductions

8:10 a.m. - Expo 86 Update - Gale Brearly
Expo Representative

9:00 a.m. - Community Review - Royal City 86 Tourist Assoc.

9:45 a.m. - Hospitality & Tourism Seminar

Merchandising for Retailers and Independent Business
(Seminars running concurrently)



INNOVATION ABSTRACTS

VOL. VII
NO. 4

Published by the National Institute for Staff and Organizational Development
With support from the W. K. Kellogg Foundation and Sid W. Richardson Foundation

APPLYING BASIC SKILLS CONCEPTS TO THE GENERAL CURRICULUM

The Castleton FIPSE project is a faculty development program in which faculty from traditional liberal arts disciplines are instructed by faculty colleagues in the teaching of basic skills. This instructional experience, in which Castleton faculty are matched in a mentor-colleague relationship with other Castleton faculty, emphasizes an individualized learner-centered approach to skills development. Newly instructed faculty not only teach in the basic skills program as part of their normal teaching load, but also serve as catalysts for curricular change. Within their respective departments they use their expertise to revise required general education courses so that fundamental linguistic and computational concepts introduced in the basic skills classes are systematically reinforced across the general education curriculum, resulting in a completed cycle.

Volunteer Faculty

The faculty who volunteer in the Castleton project represent a true cross-section of the liberal arts professoriate. They range in rank from instructors to full professors and represent such disciplines as Theatre Arts, Philosophy, Spanish, Music, Geography, and French. In the initial phase of the project, faculty mentors were professors from the Departments of English, Education and Mathematics, all experienced in the teaching of basic skills.

DOUGLAS COLLEGE

ARCHIVES

The Basic Skills Program

My own involvement with Castleton's basic skills program has been in the basic writing component, an instructor-intensive experience for the student. Small classes of eight to twelve students are divided into writing groups which practice prewriting as a problem-solving approach to topic selection, structure and development, organizational possibilities, and arrangement of ideas. Following Macrorie, the basic writing course emphasizes free writing as a procedure to assist the student in discovering and recording topics which he can develop into cogent structures. Considerable attention is devoted to editing the student's work. Writing groups edit both orally and in writing, and the students use this editing process as a method of self-discovery and self-improvement.

The instructors are active participants in the editing process, involving themselves in the work of the group and particularly in one-on-one sessions with the student. Simulation exercises are frequent, assisting the student in developing analytical, research, and writing skills. Thus, much of the emphasis in the basic writing is on collaborative learning, a process which builds on the strengths of the group while motivating the individual and building his self-esteem. The instructor provides a framework for this collaborative learning and contributes to it directly and indirectly.

Curricula Revisions

Faculty who have been instructed in basic skills teaching and who have taught a developmental section or two are now turning their attention to revising curricula in the liberal arts/general education areas so as to reinforce specific basic skills concepts learned in their mentor-colleague experience. My own experience provides an illustration of this integration of basic skills concepts into the curricula. As a result of my instruction, I have made a number of changes in my Introduction to Theatre Arts course.

This course is offered as an option in the Fine Arts area of the general education core curriculum. The standard text is segmented and easily lends itself to incremental testing. Previous to my instruction in basic skills teaching, my examinations utilized the objective, short answer format. Now, however, this objective ap-



proach to testing has been revised in favor of one or two essay question tests. As a result of this single format change, more particularly my integration of the ideas of organizational possibilities and arrangement of ideas, there has been a marked improvement in the quality of student writing as well as a comparable improvement in the content of their essays. The time required to make personal comments on writing deficiencies and positive suggestions for improvement has proven to be time well spent.

Another technique which has proven particularly successful with both the basic skills writing students and students in Introduction to Theatre is my demonstration that, although I am not a composition teacher by trade, the ways of the "real" world demand precisely those skills normally expected of the composition teacher. Encouraging students to build on strengths in their writing and fostering their positive self-esteem serve ideally to reinforce important basic skills concepts. For example, students usually experience difficulty with editing their essay tests (often giving little more than a quick look-over before handing them in, if time permits); instructor's suggestions for editing can easily be noted on these tests and serve students well on future exams.

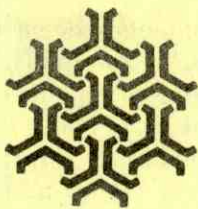
Conclusion

Having viewed the inside of college writing through my exposure to basic skills teaching, I am convinced that the entire curriculum should be demanding competent writing—and demonstration of basic skills development—from our students. We should cease placing all the blame for the inadequacies of student writing on the failure of composition teachers. Instead, the burden of responsibility should be on all of us in the liberal arts.

Donald J. Jung
Theatre Arts Department
Castleton State College

For further information, contact the author at Castleton State College, Castleton, Vermont 05735.

Student
Publication



TEACHING SMALL BUSINESS MANAGEMENT: USING MULTIPLE TEACHING STRATEGIES

Small businesses are starting and failing by the thousands every year. Are we also failing as educators and educational institutions by not providing that segment of our society with management skills and attitudes that could help them be successful? The three-year, non-credit Small Business Management (SBM) program at Lane Community College (LCC) offers the benefits of instruction in business management to small business owners.

The Small Business Management Program

The SBM program is characterized by: (1) limited enrollment, (2) topics of instruction formulated with student input and aimed at the accomplishment of business and personal goals, (3) monthly visits by the instructor to each student/owner's business, (4) classroom instruction once each month, and (5) analysis of each student's business operation and application of that information to improve its management and organization. Program instructors recognize the entrepreneurial traits of small business owners and implement teaching approaches that are consistently results-oriented.

Course information and materials are disseminated through: (1) class lectures, case studies, small group discussions, and demonstrations; (2) one-on-one instruction at the student's business; (3) the business library's books, periodicals, journals, and videotapes; (4) individual and group instruction on computers in the small business computer center; (5) hands-on experience with a portable computer, taken by the instructor to each student's business at the time of the on-site visit; (6) monthly, quarterly, and/or year-end business computer analyses; and (7) interaction among business owners in SBM classes.

Classroom Instruction

The instruction in SBM classes must be innovative and flexible to meet the changing business environment and structured to give immediate feedback. This unique business and education partnership relies heavily on successfully combining traditional instructional strategies with contemporary technology.

A number of traditional methods of instruction are used to convey management material to small business owners—for example, lecture, case study, small group discussion, and demonstration. A typical class session might include a lecture on employer-employee relations, followed by student/business owners working in small groups on a related case study and then demonstrating the skills and/or attitudes necessary for a response to the case study material. Using a lively combination of instructional methods builds in activity and student motivation which, in turn, helps stimulate a business owner who must work all day and then attend a three-hour class session.

On-Site Instruction

The one-on-one instruction at the business site is the key to the program's focus on individualized learning. Each business owner has special problems that may pertain only to his/her specific business interests. Therefore, the instructor's visit to the business site is the best opportunity for discussion of individual questions specific to that student.

As well, classroom instruction is amplified and personalized in site visit discussions. For example, if employer-employee relations is taught in class, the subject is one topic of discussion at the next site visit. The instructor's role is one of asking questions, listening, guiding, and reinforcing. The instructor might ask a question about employee morale, listen to the answer, and then guide the business owner toward the development of a solution—all the while reinforcing the appropriate behaviors, helping evaluate and praising the plan for future improvements.

Instruction at the business site is an opportunity to develop or reinforce new skills and attitudes. When interest in course content has been stimulated, the student is referred to other available instructional resources and encouraged to continue the inquiry and solution development process.



Additional Instructional Opportunities

The opportunity for additional individualized learning activities is excellent. The student/owner may use the business library at the LCC Downtown Center and have access to books, periodicals, and journals, Small Business Administration materials, videotapes, and other business aids, as well as computers in the small business computer center. As a follow-up to the class instruction and the site visit, the student may choose to view a specific videotape on the current instructional topic and/or check out books or other materials for at-home study. Obviously, with this design, it is absolutely imperative that the instructor and college are up to date on contemporary technology and its applications in the business world!

The use of the microcomputer as a teaching device in working with small business owners is unlimited. However, at this time in the SBM program, microcomputers are used primarily for working with financial information. The instructor takes a portable computer to the monthly site visits. And, for example, during the visit the student/owner and instructor may input information that will demonstrate the effects of a three percent decrease in cost of sales and emphasize the importance of keeping good records to correctly analyze costs of doing business.

A major component of the SBM program is instruction in preparing and understanding financial statements. The use of the monthly, quarterly, and/or year-end computer analyses is important in teaching business owners the importance of ratios and their use in decision-making. The financial information becomes a pivotal point in the interrelationship among all areas of business management.

Another significant program component is the opportunity to learn from other business owners. Once trust has been established among the participants in the program, sharing becomes a common feature of each class session. In the employer-employee relations class, for example, each student shares various experiences about his/her employees and describes the responses to these different situations. There is no effort to seek agreement, but there is an effort to look closely at different methods for handling the more commonplace situations. Moreover, these students learn to feel comfortable calling the other students/owners for special help and feedback when, for example, they experience particularly perplexing problems with employees.

A real feeling of the community is developed within the group; they want to help each other build successful businesses. As a rule, individuals who are in direct competition with each other in the business world are never allowed to enroll in the same class. However, if in consultation with the instructor they agree that they are able to put aside the natural competitive behavior and commit themselves to maintaining the all-important supportive instructional environment, the rule is set aside.

Small business is an important part of our economy. Business owners deserve an educational environment that is practical and is relevant to their needs. The Small Business Management program at LCC has been helping business owners successfully for eight years and has proven that education and business can be a good combination.

William Dotson and Jean Names, Instructors/Coordinators
Lane Community College

For further information, contact the authors at Lane Community College, Small Business Management, 1059 Wilamette Street, Eugene, Oregon 97401.

DOUGLAS COLLEGE
ARCHIVES

Suanne D. Roueche, Editor
February 15, 1985, Vol. VII, No. 5

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